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ABSTRACT

A competency inventory was used to determine those Adult Basic Education (ABE) teacher competencies which should be used as a basis for determining ABE Teacher Certification Standards for the State of Colorado. The survey instrument consisted of 170 previously established and validated statements of teacher competency. A sample of 36 ABE teachers (primarily female, ages 25-65) with three or more years of ABE teaching experience and recent ABE training were asked to indicate, on a scale of zero to seven, the degree to which a teacher should be able to perform each competency. The results, presented in tabular form, show the mean scores used to rank the competencies and the following categories into which they were classified to provide another format for viewing the data: scope and goal of adult education, curriculum instructional process, and ABE learner. Those competencies ranked in the top quartile were found to be critical in providing criteria for certification. Most critical competencies were in the instructional process category. A method for clustering competencies was suggested for use in developing courses for certification. Appended are a copy of the inventory and a 14-page computer printout of raw data from the survey. (MS)

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for the

State Department of Education
Denver, Colorado

# Adult Basic Education
# Teacher Certification Study

Donald W. Mocker and Lorraine M. Zinn

August, 1975

The project reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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## PURPOSE

This study was conducted by the Center for Resource Development in Adult Education, University of Missouri - Kansas City, for the Colorado State Department of Education.

The purpose of the study was to determine those ABE teachers competencies which should be used as a basis for determining Adult Basic Education (ABE) Teacher Certification Standards for the State of Colorado.

## PROCEDURES

### Sample

The sample of 36 ABE teachers and administrators was selected by the ABE Staff Development Office of the Colorado State Department of Education. The criteria used for selection were number of years of experience in ABE and recentness of training.

### Survey Instrument

The Adult Basic Education Teacher Competency Inventory (revised October, 1974) was used as the survey instrument. Alternate forms of the Inventory are appended to this report (Appendix A-I, A-II).

The Inventory consists of 170 statements of teacher competency which had been previously established and validated.* On a scale of 0 - 7, teachers were asked to indicate for each competency the degree to which a teacher should be able to perform and the degree to which they can perform. For the purpose of this study only the "shoulds" were analyzed.

### Data Collection and Analysis

The Inventories were sent to the Colorado State Department of Education which was responsible for distribution to

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*Mocker, Donald W. "The Identification, Classification, and Ranking of Knowledges, Behaviors, and Attitudes Appropriate For Adult Basic Education Teachers." University of Missouri - Kansas City, 1974.

Teachers, Collection, and return of the Inventories to the Center.

When the Inventories were received by the Center, they were coded, computer cards punched and data processed by an established program.

The competencies were ranked according to what the sample perceived ABE teachers should be able to do, using mean scores as the basis for ranking; and classified in one of the following categories: Scope and Goal of Adult Education, Curriculum, Instructional Process, and the ABE Learner. The categories are defined as follows: Adult Education is a planned process by which men and women seek to increase their knowledge, understanding or attitude; Curriculum is a structured series of intended learning outcomes; Instructional Process is defined as an organized plan established for the purpose of facilitating the learning of the curriculum; and an ABE Learner is a person 16 years of age or older, who has not achieved an eighth grade education of functional equivalent and who is enrolled in an ABE program.

In addition to ranking the competencies and indicating the category in which each was classified, the competencies were further divided by those which fell above and below the mean. Those that fell above the mean were further divided into quartiles.

Recommended Certification Standards

Those competencies which were ranked in the upper quartile

are being recommended by the writers as a basis on which to make rational decisions concerning ABE teacher certification in Colorado. These are considered as the critical competencies.

## RESULTS

The computer print-outs of the data is reported in Appendix B. Providing this information will allow the reader to further analyze the data or analyze the data in a different format.

### Demographic Characteristics of the Sample

The sample can be characterized as primarily female, ranging in age from 25 to 65, who have had three or more years experience in ABE teaching and who have had in-service training within the past six months. Table I on pages 6 and 7 gives a complete demographic breakdown.

### Ranking of Teacher Competencies

As indicated in the Procedures Section, the rank order was established by using mean scores. Table II pages 8 through 17 lists the rank order of the competencies according to those areas in which the sample perceived ABE teachers should be competent.

TABLE I

## DEMOGRAPHIC DATA

1. State Colorado

2. Location of ABE Program (city) 36 selected teachers and administrators

3. What is your current position in ABE? (check one)

(1) 13 ABE teacher, part-time (less than 20 hrs. per week)

(2) 9 ABE teacher, full-time (more than 20 hrs. per week)

(3) 0 ABE administrator, part-time (less than 20 hrs. per week)

(4) 6 ABE administrator, full-time (more than 20 hrs. per week)

(5) 3 Primarily ABE teacher, part-time ABE administrator

(6) 3 Primarily ABE administrator, part-time ABE teacher

2 NR (no response)

4. If teacher/administrator part-time in ABE, what is full-time commitment:

(1) 3 No full-time employment

(2) 1 Teaching-elementary (K-6)

(3) 0 Teaching-secondary (7-12)

(4) 0 Teaching-college, university

(5) 0 Counseling, guidance

(6) 0 Elementary school administrator

(7) 0 Secondary school administrator

(8) 6 Housewife

(9) 3 Other (specify) _____

23 NR

5. Sex:

(1) 33 Female

(2) 2 Male

1 NR

6. Age:

(1) 0 Under 25

(2) 15 25-34

(3) 7 35-44

(4) 6 45-54

(5) 6 55-65

(6) 1 Over 65

1 NR

Today's date July, 1975

TABLE I--Continued

7. What type of classes do you teach? (check one)

(1) 1 ABE, 8th grade equivalency (only)

(2) 3 English as a Second Language (only)

(3) 10 ABE and ESL

(4) 0 Adult high school, high school completion

(5) 2 GED, high school equivalency

(6) 8 ABE and GED

(7) 11 Other (specify) _____

1 NR

8. Years of experience in ABE:

(1) 0 Less than 1 year

(2) 4 1 year

(3) 3 2 years

(4) 3 3 years

(5) 5 4 years

(6) 3 5 years

(7) 16 More than 5 years

2 NR

9. What type of certificate do you hold? (check major area only)

(1) 9 elementary

(2) 12 secondary

(3) 0 learning disabilities

(4) 0 special education

(5) 0 speech therapist

(6) 2 counseling and guidance

13 NR

10. Most recent attendance at an ABE training function:

(1) 29 during past six months

(2) 2 6 months to one year ago

(3) 2 more than one year ago

(4) 1 have never attended an ABE training function

2 NR

11. Type of ABE training functions you have attended (may check more than one):

(11) 26 lecture, conference (one day or less)

(12) 24 workshop (2-5 days)

(13) 10 institute (5 days or more)

(14) 25 college credit course

(15) 6 other (specify) _____

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# TABLE II

STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category | | | |
|---|---|---|---|---|---|
| | | C | AE | L | IP |
| 1 | establish a basis for mutual respect with learners. | | | X | |
| 2 | develop effective working relationships with learners. | | | | X |
| 3 | communicate effectively with learners. | | | | X |
| 4.5 | participate in the process of evaluating one's own teaching effectiveness. | | | | X |
| 4.5 | recognize the potentiality for growth in learners. | | | X | |
| 6 | adjust teaching to accommodate individual and group characteristics. | | | | X |
| 7.5 | reinforce positive attitudes toward learning. | | | | X |
| 7.5 | place learners at their instructional level. | | | | X |
| 9 | adjust program to respond to the changing needs of the learner. | | | | X |
| 10 | develop a climate that will encourage learners to participate. | | | | X |
| 12.5 | select curriculum which will aid the learners in developing an interest in reading. | X | | | |
| 12.5 | identify the major topics and concepts of each subject he/she teaches. | X | | | |
| 12.5 | use appropriate materials and methods for specified reading deficiencies. | | | | X |
| 12.5 | recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities. | | | | X |
| 15.5 | differentiate between teaching children and teaching adults. | | X | | |
| 15.5 | devise instructional strategies that will develop within the learners a sense of confidence. | | | | X |
| 17 | provide practical activities for learners which reinforce classroom instruction. | | | | X |
| 19 | adjust rate of instruction to the learners' rate of progress. | | | | X |

* Based on responses of 36 selected teachers and program administrators.

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

## TABLE II--Continued

STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category | | | |
|---|---|---|---|---|---|
| | | C | AE | L | IP |
| 19 | use the services of state and local agencies responsible for adult basic education. | | X | | |
| 19 | demonstrate commitment to lifelong learning by participating in continuing education activities. | | X | | |
| 22 | apply criteria for the selection and evaluation of instructional materials. | | | | X |
| 22 | use humor in the classroom. | | | | X |
| 22 | demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom. | | X | | |
| 24 | maintain interest of students in classroom activities. | | | | X |
| 25 | provide continuous feedback to learners on their educational progress. | | | | X |
| 28.5 | include the essential elements of the communication process (listing, speaking, reading, and writing) when selecting curriculum. | X | | | |
| 28.5 | assist learners who desire to assume new roles in society. | | | X | |
| 28.5 | evaluate instructional objectives. | | | | X |
| 28.5 | determine the modality(ies) by which individuals learn most effectively. | | | | X |
| 28.5 | participate in the process of program evaluation. | | | | X |
| 28.5 | apply knowledge of materials and procedures gained from other teachers. | | | | X |
| 33 | use classrooms and other settings which provide for a comfortable learning environment. | | | | X |
| 33 | refer learners to community agencies for specific social, educational and training needs. | | | | X |
| 33 | relate instructional content to the life of learners. | | | | X |
| 37.5 | design an instructional plan based on results of diagnostic tests. | | | | X |

* Based on responses of 36 selected teachers and program administrators.

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L=ABE Learner
IP=Instructional Process

TABLE II--Continued
STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category C | AE | L | IP |
|---|---|---|---|---|---|
| 37.5 | arrange flexible grouping for learning. | | | | X |
| 37.5 | diagnose learners' basic reading skills. | | | | X |
| 37.5 | select curriculum which will develop all levels of reading comprehension. | X | | | |
| 37.5 | select those components of a subject area which are essential to learners. | X | | | |
| 37.5 | relate classroom activities to the job experiences of learners. | | | | X |
| 41 | use appropriate methods and materials for teaching language arts. | | | | X |
| | NOTE: STATEMENTS ABOVE THIS LINE ARE RANKED IN THE TOP QUARTILE (25%). | | | | |
| 44 | select curriculum which will develop oral language skills. | X | | | |
| 44 | interpret the adult basic education program to other teachers and the community. | | X | | |
| 44 | summarize and review the main points of a lesson or demonstration. | | | | X |
| 44 | determine those principles of learning which apply to adults. | | | X | |
| 44 | select reading curriculum according to logical order. | X | | | |
| 47.5 | assess anxieties about learning that are specific to identifiable groups of learners. | | | X | |
| 47.5 | coordinate and supervise classroom activities. | | | | X |
| 49.5 | analyze the impact of prior educational experiences upon learners. | | | X | |
| 49.5 | construct informal tests and measurement techniques to evaluate learners' achievements. | | | | X |
| 51 | use appropriate methods and materials for teaching mathematics. | | | | X |

* Based on responses of 36 selected teachers and program administrators.

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

TABLE II--Continued
STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category | | | |
|---|---|---|---|---|---|
| | | C | AE | L | IP |
| 52 | select curriculum according to appropriate sequence, continuity and integration. | X | | | |
| 54 | plan independent study with learners. | | | | X |
| 54 | select curriculum which will promote development of the learners' reading vocabulary. | X | | | |
| 54 | apply basic principles of adult learning to instructional situations. | | | | X |
| 57 | design activities to develop problem solving abilities within learners. | | | | X |
| 57 | identify the learners' interests and level of aspiration. | | | X | |
| 57 | use criterion-referenced evaluation instruments. | | | | X |
| 60 | identify the major functions of community agencies which serve the social, educational and training needs of learners. | | | X | |
| 60 | describe the learning characteristics of the adult. | | | X | |
| 60 | involve learners in the process of formulating instructional objectives. | | | | X |
| 62 | use the language experience approach to teach reading. | | | | X |
| 63.5 | use a system to keep records of learners' progress. | | | | X |
| 63.5 | select curriculum which integrates reading comprehension and vocabulary development with each content area. | X | | | |
| 65 | identify potential talents of learners. | | | X | |
| 66.5 | try novel and unique strategies in broadening horizons of learners. | | | | X |
| 66.5 | select materials and activities which develop study patterns. | | | | X |
| 70 | select curriculum which will help learners control and adjust to change. | X | | | |
| 70 | select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions. | X | | | |

* Based on responses of 36 selected teachers and program administrators.

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

TABLE II--Continued

STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category | | | |
|---|---|---|---|---|---|
| | | C | AE | L | IP |
| 70 | integrate knowledge of reading skills, particular dialects and reading problems with instructional materials. | | | | X |
| 70 | plan instructional activities which bring resources of the community to bear on needs of learners. | | | | X |
| 70 | determine modes and rates of instruction through diagnosis. | | | | X |
| 73.5 | guide and counsel learners. | | | | X |
| 73.5 | use knowledge of adult developmental characteristics to select curriculum. | X | | | |
| 75.5 | use appropriate methods and materials to remedy deficiencies in mathematics. | | | | X |
| 75.5 | use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities. | | | | X |
| 77.5 | apply basic principles of group dynamics and leadership techniques. | | | | X |
| 77.5 | interpret informal reading inventories. | | | | X |
| 79.5 | use techniques to facilitate recall. | | | | X |
| 79.5 | use techniques of public relations. | | X | | |
| 81.5 | interpret informal math inventories. | | | | X |
| 81.5 | identify new developments, recent recommendations and current issues in adult education. | | X | | |
| | NOTE: STATEMENTS ABOVE THIS LINE ARE RANKED ABOVE THE MEAN/MEDIAN. | | | | |
| 84 | interpret social characteristics of learners. | | | X | |
| 84 | recognize the value system of learners to be appropriate for the environment in which they live. | | | X | |
| 84 | use the services of local adult basic education advisory committees. | | X | | |
| 87 | select curriculum which provides for the development of liberal education for the learners. | X | | | |

* Based on responses of 36 selected teachers and program administrators.

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

TABLE II--COntinued
STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category C | AE | L | IP |
|---|---|---|---|---|---|
| 87 | adjust instruction to provide for the social, psychological and physiological effects of aging. | | | | X |
| 87 | select curriculum which will develop word attack skills. | X | | | |
| 91.5 | select materials and activities which promote consumer education. | | | | X |
| 91.5 | administer informal math inventories. | | | | X |
| 91.5 | develop generalizations supported by facts. | | | | X |
| 91.5 | select instructional materials which relate to the background of the learners. | | | | X |
| 91.5 | use behaviorally stated objectives. | | | | X |
| 91.5 | adapt instructional activities for the physically handicapped. | | | | X |
| 95 | construct informal reading inventories. | | | | X |
| 98.5 | diagnose learners' basic mathematical skills. | | | | X |
| 98.5 | design instructional strategies to develop all levels of comprehension within the cognitive domain. | | | | X |
| 98.5 | incorporate consumer education into the curriculum. | X | | | |
| 98.5 | adjust the administration and interpretation of tests according to the behavioral characteristics of adults. | | | | X |
| 98.5 | relate knowledge of economic and labor market information to the vocational interests of learners. | | | | X |
| 98.5 | select materials and activities which promote the learners' liberal education. | | | | X |
| 102 | apply synthetic and analytic word learning methods as determined by diagnosis. | | | | X |
| 104.5 | explain what is individually prescribed instruction. | | | | X |
| 104.5 | determine reasons for low self-concept of learners. | | | X | |
| 104.5 | use instructional materials which are congruent with specific curricular goals. | | | | X |

* Based on responses of 36 selected teachers and program administrators.

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

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TABLE II--Continued

STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category C | AE | L | IP |
|---|---|---|---|---|---|
| 104.5 | interpret and use the results of standardized achievement tests. | | | | X |
| 107.5 | apply principles of attitude and behavior change in the instructional process. | | | | X |
| 107.5 | choose tests that yield necessary data on learners. | | | | X |
| 109.5 | assess the effects of discrimination on the learners. | | | X | |
| 109.5 | maintain current information concerning commercial instructional materials. | | | | X |
| 112.5 | determine the difficulty, validity and reliability of teacher-made tests. | | | | X |
| 112.5 | use information from professional journals, organizations and associations. | | X | | |
| 112.5 | use programmed and self-directed instructional materials. | | | | X |
| 112.5 | recognize the nature and intent of adult basic education legislation including financing. | | X | | |
| 116 | select curriculum which emphasizes noteworthy current events. | X | | | |
| 116 | relate the democratic process to everyday lives of learners. | | | | X |
| 116 | function in a team teaching situation. | | | | X |
| 119.5 | apply pertinent research. | | X | | |
| 119.5 | incorporate health and nutrition objectives into the curriculum. | X | | | |
| 119.5 | select materials and activities which promote learning about practical government. | | | | X |
| 119.5 | operate duplicating equipment and instructional hardware. | | | | X |
| 123 | select mathematic concepts according to logical order. | X | | | |
| 123 | differentiate between goals and objectives. | | | | X |
| 123 | write instructional materials. | | | | X |

* Based on responses of 36 selected teachers and program administrators.

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

TABLE II--Continued

STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category C | AE | L | IP |
|---|---|---|---|---|---|
| 125 | construct profiles which reflect learners' attainment, potential and expectations in reading. | | | | X |
| 129.5 | collect information on the learners' physical, mental, and social development. | | | X | |
| 129.5 | recognize action words appropriate to a given behavior. | | | | X |
| 129.5 | collect information on the cultural and social forces that influence the learners. | | | X | |
| 129.5 | make daily lesson plans. | | | | X |
| 129.5 | select curriculum which develops study patterns. | X | | | |
| 129.5 | identify causes of discrimination. | | | X | |
| 129.5 | identify and analyze terminal behaviors. | | | | X |
| 129.5 | incorporate practical government into the curriculum. | X | | | |
| 134 | administer informal reading inventories. | | | | X |
| 135.5 | prepare new teachers for innovative and changing programs. | | | | X |
| 135.5 | write objectives in behavioral terms. | | | | X |
| 137 | select materials and activities which promote learning about health and nutrition. | | | | X |
| 139 | gather information concerning psychological problems of the learners. | | | X | |
| 139 | construct audio-visual materials. | | | | X |
| 139 | use mass media for educational purposes. | | | | X |
| 142 | select objectives from each of the domains (cognitive, psychomotor and affective). | | | | X |
| 142 | differentiate between curriculum and instruction when selecting curriculum and developing instructional plans. | X | | | |
| 142 | analyze reasons for learners' participating in educational programs. | | | X | |

* Based on responses of 36 selected teachers and program administrators.

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

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TABLE II--Continued
STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category C | AE | L | IP |
|---|---|---|---|---|---|
| 144 | operate a learning laboratory. | | | | X |
| 146 | maintain a clean, orderly classroom. | | | | X |
| 146 | give examples of concepts and principles. | | | | X |
| 146 | apply generalizations to specific situations. | | | | X |
| 148 | maintain discipline in the classroom. | | | | X |
| 149 | apply theory to the process of program development. | | X | | |
| 150 | apply concepts of liberal education to adult basic education. | | X | | |
| 151.5 | aid the learner in obtaining employment or on-the-job training. | | | | X |
| 151.5 | administer standardized tests. | | | | X |
| 153.5 | interpret national, state and local objectives of adult basic education. | | X | | |
| 153.5 | recognize the similarities and differences between general and vocational education. | | X | | |
| 156 | describe the relationship of adult basic education to adult education. | | X | | |
| 156 | interpret the social structure and characteristics of the community. | | X | | |
| 156 | select materials and activities which promote learning about ecology. | | | | X |
| 158 | recruit the learners. | | X | | |
| 159 | arrange and conduct field trips. | | | | X |
| 160 | use the community development approach. | | X | | |
| 161 | interpret the philosophic base and current issues of adult education in relation to the various aspects of American society. | | X | | |
| 162 | list the major causes of reading difficulties in adult learners. | | | | X |

* Based on responses of 36 selected teachers and program administrators.

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

TABLE II--Continued

STATE OF COLORADO*



Priority order listing of statements describing desirable teacher competency in Adult Basic Education

| Rank Order | An ABE teacher SHOULD be able to: | Category | | | |
|---|---|---|---|---|---|
| | | C | AE | L | IP |
| 163 | recognize the historic and contemporary approaches to literacy. | | X | | |
| 164 | administer interest inventories. | | | | X |
| 165 | use learners' oral language facility, including dialect, as the basis for developing skills in standard English. | | | | X |
| 166 | include concepts of modern math when selecting curriculum. | X | | | |
| 167 | incorporate ecology into the curriculum. | X | | | |
| 168 | identify similarities and differences between two or more educational philosophies. | | X | | |
| 169 | identify major causes of the literacy problem in the United States. | | X | | |
| 170 | gather information on the economically disadvantaged in various ethnic gr[illegible] | | | X | |

* Based on responses of 36 selected teachers and program administrators.

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

## DISCUSSION AND CONCLUSIONS

In using this data to help make judgments concerning teacher certification, there are three basic questions:

1. From the total list of competencies, which are most critical for certification?
2. In which categories are the critical competencies classified?
3. Is there any way to join or cluster the critical competencies which will aid understanding and implementation?

### FROM THE TOTAL LIST OF COMPETENCIES, WHICH ARE MOST CRITICAL FOR CERTIFICATION?

The answer to this question is judgmental and will vary from state to state. The number of full-time teachers, rate of teacher turnover, training resources and other variables must be taken into consideration when answering this question.

The writers of this report, with their understanding and general knowledge of ABE teacher training in Colorado, have selected the competencies falling in the top quartile as a reasonable base to begin discussion of ABE teacher certification for Colorado. To identify those competencies, the reader should refer to Table II, pages 8, 9, 10 and locate the competencies which are ranked from 1 to 42. These can be considered the critical competencies.

### IN WHICH CATEGORIES ARE THE CRITICAL COMPETENCIES CLASSIFIED?

The purpose of classifying the competencies is to provide a format which gives the reader a different way of looking at the data.

Although the four categories are separate, the competencies do interrelate; but caution is urged against reading too much into the exact rank order. The writers suggest that by looking at frequencies, broad trends and categorical preferences can be inferred.

Classification of Critical Competencies

| Category | Number of Competencies |
|---|---|
| Curriculum | 5 |
| Scope and Goal of Adult Education | 4 |
| ABE Learner | 3 |
| Instructional Process | * 29 |
| Total | 41 |

*(This figure not only represents the highest frequency, but also the highest proportion.)

## IS THERE ANY WAY TO JOIN OR CLUSTER THE CRITICAL COMPETENCIES WHICH WILL AID UNDERSTANDING AND IMPLEMENTATION?

Remembering that the writers have already cautioned against reading too much into exact rank order, and have suggested interrelationship, the reader can identify clusters of competencies to aid in decision-making. The way in which the reader looks for clusters will in part depend on educational philosophy and traditional ways in which state departments of education approach teacher certification. The following is an example of one way to establish a cluster of competencies.

If your department is emphasizing reading/language arts development, this might provide one nucleus around which some competencies can be organized.

The first step is to identify those critical competencies that are directly related to the teaching of reading. The following critical competencies are listed by rank order.

| Rank Order | Competency |
|---|---|
| 12.5 | select curriculum which will aid the learners in developing an interest in reading. |
| 12.5 | use appropriate materials and methods for specified reading deficiencies. |
| 28.5 | include the essential elements of the communication process (listening, speaking, reading and writing) when selecting curriculum. |
| 37.5 | diagnose learners' basic reading skills. |
| 37.5 | select curriculum which will develop all levels of reading comprehension. |
| 41 | use appropriate methods and materials for teaching language arts. |

The next step in completing a group or cluster of competencies is to identify those which are secondarily related to reading. These related competencies are listed by rank order.

| Rank Order | Competency |
|---|---|
| 3 | communicate effectively with learners. |
| 6 | adjust teaching to accommodate individual and group characteristics. |
| 7.5 | place learners at their instructional level. |
| 19 | adjust rate of instruction to the learners' rate of progress. |
| 25 | provide continuous feedback to learners on their educational progress. |
| 28.5 | determine the moddality(ies) by which individuals learn most effectively. |

37.5 design an instructional plan based on results of diagnostic tests.

This is just one example of how competencies can be clustered. This type of competency organization can be used by a university to develop courses for certification. It can also be used by a state education department as criteria for approving university courses or developing pre-service and in-service training programs.

## Conclusion

If teacher certification is to be based on the teacher's competency, then the criterion or competency becomes a basic issue. This study was based on the assumption that a competent teacher is one who possesses the behaviors considered of highest priority by already competent teachers. The writers conclude that those competencies which were ranked in the top quartile are the critical competencies and provide the criteria for teacher certification in Colorado.

Appendix A-I

UNIVERSITY OF MISSOURI - KANSAS CITY
SCHOOL OF EDUCATION
Kansas City, Missouri 64110

CENTER FOR RESOURCE DEVELOPMENT
IN ADULT EDUCATION

© OCTOBER, 1974
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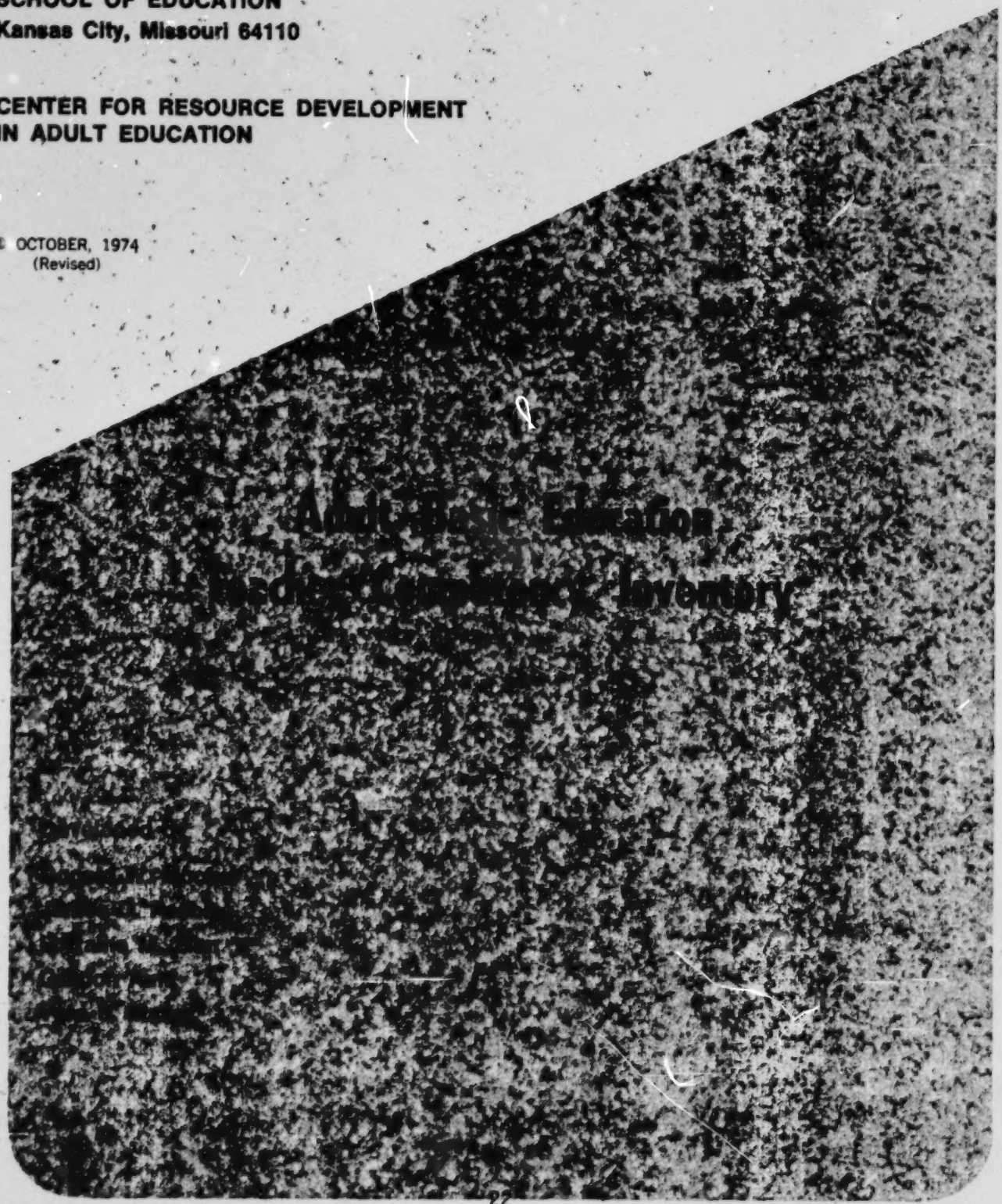

# ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

**Developed by**

**Donald W. Mocker**
**James D. Peebles**
**Lorraine M. Zinn**
**Gordon Ault**
**Vera S. Maass**

**Center for Resource Development in Adult Education**
**School of Education**
**University of Missouri - Kansas City**

© October, 1974
(Revised)

## DEMOGRAPHIC DATA

Computer Space
——/————/——

1. State _____

2. Location of ABE Program (city) _____

3. What is your current position in ABE? (check one)

   (1) ____ ABE teacher, part-time (less than 20 hrs. per week)

   (2) ____ ABE teacher, full-time (more than 20 hrs. per week)

   (3) ____ ABE administrator, part-time (less than 20 hrs. per week)

   (4) ____ ABE administrator, full-time (more than 20 hrs. per week)

   (5) ____ Primarily ABE teacher, part-time ABE administrator

   (6) ____ Primarily ABE administrator, part-time ABE teacher

4. If teacher/administrator part-time in ABE, what is full-time commitment:

   (1) ____ No full-time employment

   (2) ____ Teaching-elementary (K-6)

   (3) ____ Teaching-secondary (7-12)

   (4) ____ Teaching-college, university

   (5) ____ Counseling, guidance

   (6) ____ Elementary school administrator

   (7) ____ Secondary school administrator

   (8) ____ Housewife

   (9) ____ Other (specify) _____

5. Sex:

   (1) ____ Female

   (2) ____ Male

6. Age:

   (1) ____ Under 25

   (2) ____ 25-34

   (3) ____ 35-44

   (4) ____ 45-54

   (5) ____ 55-65

   (6) ____ Over 65

Today's date _____

1

7. What type of classes do you teach? (check one)

(1) ___ ABE, 8th grade equivalency (only)

(2) ___ English as a Second Language (only)

(3) ___ ABE and ESL

(4) ___ Adult high school, high school completion

(5) ___ GED, high school equivalency

(6) ___ ABE and GED

(7) ___ Other (specify) _____

8. Years of experience in ABE:

(1) ___ Less than 1 year

(2) ___ 1 year

(3) ___ 2 years

(4) ___ 3 years

(5) ___ 4 years

(6) ___ 5 years

(7) ___ More than 5 years

9. What type of certificate do you hold? (check major area only)

(1) ___ elementary

(2) ___ secondary

(3) ___ learning disabilities

(4) ___ special education

(5) ___ speech therapist

(6) ___ counseling and guidance

10. Most recent attendance at an ABE training function:

(1) ___ during past six months

(2) ___ 6 months to one year ago

(3) ___ more than one year ago

(4) ___ have never attended an ABE training function

11. Type of ABE training functions you have attended (may check more than one):

(11) ___ lecture, conference (one day or less)

(12) ___ workshop (2-5 days)

(13) ___ institute (5 days or more)

(14) ___ college credit course

(15) ___ other (specify) _____

## PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

## DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW.

Your response will be marked on a scale following each statement, as illustrated in the example below. On the scale, circle the **single** number which comes closest to your perception. "0" indicates **no** competence, and "7" indicates **complete** competence.

**Example**

To what degree SHOULD an ABE teacher be able to:

| | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| • organize and schedule individual learning activities | 0 | 1 | 2 | 3 | 4 | (5) | 6 7 |

In the above example, "5" is circled, indicating that the person who responded rates this ability high on the scale, yet does not feel that complete competence is needed.

IMPORTANT:

- Please respond to all statements.
- There are no right or wrong responses.
- Don't forget to look at the question at the top of the page. Statements 1-85 ask a different question than statements 86-170.

# ADULT BASIC EDUCATION

## TEACHER COMPETENCY INVENTORY

No Complete

To what degree SHOULD an ABE teacher be able to:

(circle only one)

1. use learners' oral language facility, including dialect, as the basis for developing skills in standard English. 0 1 2 3 4 5 6 7
2. include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum. 0 1 2 3 4 5 6 7
3. try novel and unique strategies in broadening horizons of learners. 0 1 2 3 4 5 6 7
4. use the community development approach. 0 1 2 3 4 5 6 7
5. explain what is individually prescribed instruction. 0 1 2 3 4 5 6 7
6. prepare new teachers for innovative and changing programs. 0 1 2 3 4 5 6 7
7. select materials and activities which promote learning about health and nutrition. 0 1 2 3 4 5 6 7
8. adjust teaching to accommodate individual and group characteristics. 0 1 2 3 4 5 6 7
9. assess anxieties about learning that are specific to identifiable groups of learners. 0 1 2 3 4 5 6 7
10. determine reasons for low self-concept of learners. 0 1 2 3 4 5 6 7
11. select curriculum which will aid the learners in developing an interest in reading. 0 1 2 3 4 5 6 7
12. assess the effects of discrimination on the learners. 0 1 2 3 4 5 6 7

| To what degree SHOULD an ABE teacher be able to: | No | | | | | | | Complete |
|---|---|---|---|---|---|---|---|---|
| 13. select curriculum according to appropriate sequence, continuity and integration. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. establish a basis for mutual respect with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. assist learners who desire to assume new roles in society. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. apply criteria for the selection and evaluation of instructional materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. arrange and conduct field trips. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. construct informal reading inventories. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. collect information on the learners' physical, mental and social development. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. recognize action words appropriate to a given behavior. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. incorporate ecology into the curriculum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. use appropriate methods and materials for teaching mathematics. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. evaluate instructional objectives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. apply basic principles of group dynamics and leadership techniques. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. differentiate between goals and objectives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. collect information on the cultural and social forces that influence the learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. determine the modality(ies) by which individuals learn most effectively. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. design an instructional plan based on results of diagnostic tests. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. guide and counsel learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. describe the relationship of adult basic education to adult education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. identify the major topics and concepts of each subject he/she teaches. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

To what degree SHOULD an ABE teacher be able to:

| | Complete |
|---|---|
| 32. select objectives from each of the domains (cognitive, psychomotor and affective). | 0 1 2 3 4 5 6 7 |
| 33. interpret informal reading inventories. | 0 1 2 3 4 5 6 7 |
| 34. interpret informal math inventories. | 0 1 2 3 4 5 6 7 |
| 35. write objectives in behavioral terms. | 0 1 2 3 4 5 6 7 |
| 36. make daily lesson plans. | 0 1 2 3 4 5 6 7 |
| 37. use appropriate materials and methods for specified reading deficiencies. | 0 1 2 3 4 5 6 7 |
| 38. construct profiles which reflect learners' attainment, potential and expectations in reading. | 0 1 2 3 4 5 6 7 |
| 39. arrange flexible grouping for learning. | 0 1 2 3 4 5 6 7 |
| 40. select materials and activities which develop study patterns. | 0 1 2 3 4 5 6 7 |
| 41. design activities to develop problem solving abilities within learners. | 0 1 2 3 4 5 6 7 |
| 42. use a system to keep records of learners' progress. | 0 1 2 3 4 5 6 7 |
| 43. use appropriate methods and materials for teaching language arts. | 0 1 2 3 4 5 6 7 |
| 44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities. | 0 1 2 3 4 5 6 7 |
| 45. maintain a clean, orderly classroom. | 0 1 2 3 4 5 6 7 |
| 46. use humor in the classroom. | 0 1 2 3 4 5 6 7 |
| 47. participate in the process of program evaluation. | 0 1 2 3 4 5 6 7 |
| 48. apply knowledge of materials and procedures gained from other teachers. | 0 1 2 3 4 5 6 7 |
| 49. provide practical activities for learners which reinforce classroom instruction. | 0 1 2 3 4 5 6 7 |

To what degree SHOULD an ABE teacher be able to:

| | No | | | | | | | Complete |
|---|---|---|---|---|---|---|---|---|
| 50. select curriculum which emphasizes noteworthy current events. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 51. select curriculum which provides for the development of liberal education for the learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52. select curriculum which integrates reading comprehension and vocabulary development with each content area. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53. identify major causes of the literacy problem in the United States. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 54. use instructional materials which are congruent with specific curricular goals. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 55. communicate effectively with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 56. develop effective working relationships with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 57. list the major causes of reading difficulties in adult learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 58. relate the democratic process to everyday lives of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59. gather information on the economically disadvantaged in various ethnic groups. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60. interpret the social structure and characteristics of the community. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61. adjust instruction to provide for the social, psychological and physiological effects of aging. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62. give examples of concepts and principles. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63. identify the learners' interests and level of aspiration. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65. write instructional materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66. function in a team teaching situation. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

To what degree SHOULD an ABE teacher be able to:

| | No | Complete |
|---|---|---|
| 67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans. | 0 | 1 2 3 4 5 6 7 |
| 68. analyze reasons for learners' participating in educational programs. | 0 | 1 2 3 4 5 6 7 |
| 69. recognize the similarities and differences between general and vocational education. | 0 | 1 2 3 4 5 6 7 |
| 70. adjust program to respond to the changing needs of learners. | 0 | 1 2 3 4 5 6 7 |
| 71. identify new developments, recent recommendations and current issues in adult education. | 0 | 1 2 3 4 5 6 7 |
| 72. coordinate and supervise classroom activities. | 0 | 1 2 3 4 5 6 7 |
| 73. identify similarities and differences between two or more educational philosophies. | 0 | 1 2 3 4 5 6 7 |
| 74. select mathematic concepts according to logical order. | 0 | 1 2 3 4 5 6 7 |
| 75. apply concepts of liberal education to adult basic education. | 0 | 1 2 3 4 5 6 7 |
| 76. select curriculum which develops study patterns. | 0 | 1 2 3 4 5 6 7 |
| 77. diagnose learners' basic reading skills. | 0 | 1 2 3 4 5 6 7 |
| 78. interpret and use the results of standardized achievement tests. | 0 | 1 2 3 4 5 6 7 |
| 79. select curriculum which will develop word attack skills. | 0 | 1 2 3 4 5 6 7 |
| 80. use knowledge of adult developmental characteristics to select curriculum. | 0 | 1 2 3 4 5 6 7 |
| 81. apply theory to the process of program development. | 0 | 1 2 3 4 5 6 7 |
| 82. select curriculum which will develop all levels of reading comprehension. | 0 | 1 2 3 4 5 6 7 |
| 83. maintain current information concerning commercial instructional materials. | 0 | 1 2 3 4 5 6 7 |

To what degree SHOULD an ABE teacher be able to:

| | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| 84. apply generalizations to specific situations. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 85. select curriculum which will develop oral language skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |

IMPORTANT: You are now going to be asked to indicate the degree of competence you HAVE.

To what degree are YOU able to:

| | No Complete |
|---|---|
| 86. use classrooms and other settings which provide for a comfortable learning environment. | 0 1 2 3 4 5 6 7 |
| 87. differentiate between teaching children and teaching adults. | 0 1 2 3 4 5 6 7 |
| 88. reinforce positive attitudes toward learning. | 0 1 2 3 4 5 6 7 |
| 89. adjust rate of instruction to the learners' rate of progress. | 0 1 2 3 4 5 6 7 |
| 90. use criterion-referenced evaluation instruments. | 0 1 2 3 4 5 6 7 |
| 91. aid the learner in obtaining employment or on-the-job training. | 0 1 2 3 4 5 6 7 |
| 92. select curriculum which will help learners control and adjust to change. | 0 1 2 3 4 5 6 7 |
| 93. diagnose learners' basic mathematical skills. | 0 1 2 3 4 5 6 7 |
| 94. refer learners to community agencies for specific social, educational and training needs. | 0 1 2 3 4 5 6 7 |
| 95. plan independent study with learners. | 0 1 2 3 4 5 6 7 |
| 96. maintain discipline in the classroom. | 0 1 2 3 4 5 6 7 |
| 97. determine the difficulty, validity and reliability of teacher-made tests. | 0 1 2 3 4 5 6 7 |
| 98. select materials and activities which promote consumer education. | 0 1 2 3 4 5 6 7 |
| 99. design instructional strategies to develop all levels of comprehension within the cognitive domain. | 0 1 2 3 4 5 6 7 |
| 100. incorporate consumer education into the curriculum. | 0 1 2 3 4 5 6 7 |
| 101. maintain interest of students in classroom activities. | 0 1 2 3 4 5 6 7 |
| 102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions. | 0 1 2 3 4 5 6 7 |
| 103. analyze the impact of prior educational experiences upon learners. | 0 1 2 3 4 5 6 7 |

To what degree are YOU able to:

| | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| 104. interpret national, state and local objectives of adult basic education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 105. administer informal math inventories. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 106. operate a learning laboratory. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 107. identify causes of discrimination. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 108. use information from professional journals, organizations and associations. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 109. gather information concerning psychological problems of the learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 111. identify and analyze terminal behaviors. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 112. construct audio-visual materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 113. interpret the adult basic education pogram to other teachers and the community. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 114. use appropriate methods and materials to remedy deficiencies in mathematics. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 115. interpret social characteristics of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 116. provide continuous feedback to learners on their educational progress. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 117. devise instructional strategies that will develop within the learners a sense of confidence. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 118. develop a climate that will encourage learners to participate. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 119. select materials and activities which promote learning about ecology. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |

| To what degree are YOU able to: | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| 121. apply principles of attitude and behavior change in the instructional process. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 122. develop generalizations supported by facts. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 123. use the services of state and local agencies responsible for adult basic education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 124. demonstrate commitment to lifelong learning by participating in continuing education activities. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 125. apply pertinent research. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 126. plan instructional activities which bring resources of the community to bear on needs of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 127. use techniques to facilitate recall. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 128. administer standardized tests. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 129. choose tests that yield necessary data on learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 130. recruit the learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 131. relate knowledge of economic and labor market information to the vocational interests of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 132. select curriculum which will promote development of the learners' reading vocabulary. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 133. select instructional materials which relate to the background of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 134. recognize the value system of learners to be appropriate for the environment in which they live. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 135. use programmed and self-directed instructional materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 136. use techniques of public relations. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 137. incorporate health and nutrition objectives into the curriculum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 138. use behaviorally stated objectives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 139. use mass media for educational purposes. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |

| To what degree are YOU able to: | No 0 1 2 3 4 5 6 7 Complete |
|---|---|
| 140. apply synthetic and analytic word learning methods as determined by diagnosis. | 0 1 2 3 4 5 6 7 |
| 141. place learners at their instructional level. | 0 1 2 3 4 5 6 7 |
| 142. incorporate practical government into the curriculum. | 0 1 2 3 4 5 6 7 |
| 143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities. | 0 1 2 3 4 5 6 7 |
| 144. select materials and activities which promote learning about practical government. | 0 1 2 3 4 5 6 7 |
| 145. apply basic principles of adult learning to instructional situations. | 0 1 2 3 4 5 6 7 |
| 146. summarize and review the main points of a lesson or demonstration. | 0 1 2 3 4 5 6 7 |
| 147. administer interest inventories. | 0 1 2 3 4 5 6 7 |
| 148. adapt instructional activities for the physically handicapped. | 0 1 2 3 4 5 6 7 |
| 149. operate duplicating equipment and instructional hardware. | 0 1 2 3 4 5 6 7 |
| 150. determine those principles of learning which apply to adults. | 0 1 2 3 4 5 6 7 |
| 151. select reading curriculum according to logical order. | 0 1 2 3 4 5 6 7 |
| 152. relate instructional content to the life of learners. | 0 1 2 3 4 5 6 7 |
| 153. select those components of a subject area which are essential to learners. | 0 1 2 3 4 5 6 7 |
| 154. use the language experience approach to teach reading. | 0 1 2 3 4 5 6 7 |
| 155. include concepts of modern math when selecting curriculum. | 0 1 2 3 4 5 6 7 |
| 156. administer informal reading inventories. | 0 1 2 3 4 5 6 7 |

To what degree are YOU abie to:

| | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| 157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 158. recognize the historic and contemporary approaches to literacy. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 159. participate in the process of evaluating one's own teaching effectiveness. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 160. identify the major functions of community agencies which serve the social, educational and training needs of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 161. describe the learning characteristics of the adult. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 162. construct informal tests and measurement techniques to evaluate learners' achievements. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 163. use the services of local adult basic education advisory committees. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 164. identify potential talents of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 165. select materials and activities which promote the learners' liberal education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 166. recognize the nature and intent of adult basic education legislation including financing. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 167. determine modes and rates of instruction through diagnosis. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 168. involve learners in the process of formulating instructional objectives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 169. relate classroom activities to the job experiences of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 170. recognize the potentiality for growth in learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |

Please identify any other abilities which you feel should be included:

1. _____

_____

2. _____

_____

UNIVERSITY OF MISSOURI - KANSAS CITY
SCHOOL OF EDUCATION
Kansas City, Missouri 64110

CENTER FOR RESOURCE DEVELOPMENT
IN ADULT EDUCATION

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(Revised)

# Adult Basic Education Teacher Competency Inventory

Developed by
Dennis W. Taylor
Janice D. Peebles
Lorraine M. Zinn
Barbara Ash
Wm. G. Hall

# ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

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## DEMOGRAPHIC DATA

| Computer Space |
| --- |
| ——/——-—/—— |

1. State _____

2. Location of ABE Program (city) _____

3. What is your current position in ABE? (check one)

   (1) ____ ABE teacher, part-time (less than 20 hrs. per week)

   (2) ____ ABE teacher, full-time (more than 20 hrs. per week)

   (3) ____ ABE administrator, part-time (less than 20 hrs. per week)

   (4) ____ ABE administrator, full-time (more than 20 hrs. per week)

   (5) ____ Primarily ABE teacher, part-time ABE administrator

   (6) ____ Primarily ABE administrator, part-time ABE teacher

4. If teacher/administrator part-time in ABE, what is full-time commitment:

   (1) ____ No full-time employment

   (2) ____ Teaching-elementary (K-6)

   (3) ____ Teaching-secondary (7-12)

   (4) ____ Teaching-college, university

   (5) ____ Counseling, guidance

   (6) ____ Elementary school administrator

   (7) ____ Secondary school administrator

   (8) ____ Housewife

   (9) ____ Other (specify) _____

5. Sex:

   (1) ____ Female

   (2) ____ Male

6. Age:

   (1) ____ Under 25

   (2) ____ 25-34

   (3) ____ 35-44

   (4) ____ 45-54

   (5) ____ 55-65

   (6) ____ Over 65

Today's date _____

7. What type of classes do you teach? (check one)

(1) ____ ABE, 8th grade equivalency (only)

(2) ____ English as a Second Language (only)

(3) ____ ABE and ESL

(4) ____ Adult high school, high school completion

(5) ____ GED, high school equivalency

(6) ____ ABE and GED

(7) ____ Other (specify) _____

8. Years of experience in ABE:

(1) ____ Less than 1 year

(2) ____ 1 year

(3) ____ 2 years

(4) ____ 3 years

(5) ____ 4 years

(6) ____ 5 years

(7) ____ More than 5 years

9. What type of certificate do you hold? (check major area only)

(1) ____ elementary

(2) ____ secondary

(3) ____ learning disabilities

(4) ____ special education

(5) ____ speech therapist

(6) ____ counseling and guidance

10. Most recent attendance at an ABE training function:

(1) ____ during past six months

(2) ____ 6 months to one year ago

(3) ____ more than one year ago

(4) ____ have never attended an ABE training function

11. Type of ABE training functions you have attended (may check more than one):

(11) ____ lecture, conference (one day or less)

(12) ____ workshop (2-5 days)

(13) ____ institute (5 days or more)

(14) ____ college credit course

(15) ____ other (specify) _____

## PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

## DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE.

Your response will be marked on a scale following each statement, as illustrated in the example below. On the scale, circle the **single** number which comes closest to your perception. "0" indicates **no** competence, and "7" indicates **complete** competence.

**Example**

| To what degree are YOU able to: | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| • organize and schedule individual learning activities | 0 | 1 | 2 | 3 | 4 | (5) | 6 7 |

In the above example, "5" is circled, indicating that the person who responded rates his/her ability high on the scale, yet does not feel he/she has complete competence.

IMPORTANT:

- Please respond to all statements.
- There are no right or wrong responses.
- Don't forget to look at the question at the top of the page. Statements 1-85 ask a different question than statements 86-170.

## ADULT BASIC EDUCATION

## TEACHER COMPETENCY INVENTORY

| | Complete |
|---|---|
| | (circle only one) |

To what degree are YOU able to:

| | |
|---|---|
| 1. use learners' oral language facility, including dialect, as the basis for developing skills in standard English. | 0 1 2 3 4 5 6 7 |
| 2. include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum. | 0 1 2 3 4 5 6 7 |
| 3. try novel and unique strategies in broadening horizons of learners. | 0 1 2 3 4 5 6 7 |
| 4. use the community development approach. | 0 1 2 3 4 5 6 7 |
| 5. explain what is individually prescribed instruction. | 0 1 2 3 4 5 6 7 |
| 6. prepare new teachers for innovative and changing programs. | 0 1 2 3 4 5 6 7 |
| 7. select materials and activities which promote learning about health and nutrition. | 0 1 2 3 4 5 6 7 |
| 8. adjust teaching to accommodate individual and group characteristics. | 0 1 2 3 4 5 6 7 |
| 9. assess anxieties about learning that are specific to identifiable groups of learners. | 0 1 2 3 4 5 6 7 |
| 10. determine reasons for low self-concept of learners. | 0 1 2 3 4 5 6 7 |
| 11. select curriculum which will aid the learners in developing an interest in reading. | 0 1 2 3 4 5 6 7 |
| 12. assess the effects of discrimination on the learners. | 0 1 2 3 4 5 6 7 |

To what degree are YOU able to:

| | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| 13. select curriculum according to appropriate sequence, continuity and integration. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 14. establish a basis for mutual respect with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 15. assist learners who desire to assume new roles in society. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 16. apply criteria for the selection and evaluation of instructional materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 17. arrange and conduct field trips. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 18. construct informal reading inveptories. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 19. collect information on the learners' physical, mental and social development. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 20. recognize action words appropriate to a given behavior. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 21. incorporate ecology into the curriculum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 22. use appropriate methods and materials for teaching mathematics. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 23. evaluate instructional objectives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 24. apply basic principles of group dynamics and leadership techniques. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 25. differentiate between goals and objectives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 26. collect information on the cultural and social forces that influence the learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 27. determine the modality(ies) by which individuals learn most effectively. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 28. design an instructional plan based on results of diagnostic tests. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 29. guide and counsel learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 30. describe the relationship of adult basic education to adult education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 31. identify the major topics and concepts of each subject he/she teaches. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |

| To what degree are YOU able to: | No | | | | | | | Complete |
|---|---|---|---|---|---|---|---|---|
| 32. select objectives from each of the domains (cognitive, psychomotor and affective). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. interpret informal reading inventories. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. interpret informal math inventories. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. write objectives in behavioral terms. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. make daily lesson plans. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. use appropriate materials and methods for specified reading deficiencies. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. construct profiles which reflect learners' attainment, potential and expectations in reading. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7. |
| 39. arrange flexible grouping for learning. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. select materials and activities which develop study patterns. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. design activities to develop problem solving abilities within learners. | 0 | 1 | 2 | 3 | 4.5 | 6 | 7 | |
| 42. use a system to keep records of learners' progress. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43. use appropriate methods and materials for teaching language arts. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45. maintain a clean, orderly classroom. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 46. use humor in the classroom. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47. participate in the process of program evaluation. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48. apply knowledge of materials and procedures gained from other teachers. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. provide practical activities for learners which reinforce classroom instruction. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| To what degree are YOU able to: | No | | | | | | | Complete |
|---|---|---|---|---|---|---|---|---|
| 50. select curriculum which emphasizes noteworthy current events. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 51. select curriculum which provides for the development of liberal education for the learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52. select curriculum which integrates reading comprehension and vocabulary development with each content area. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53. identify major causes of the literacy problem in the United States. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 54. use instructional materials which are congruent with specific curricular goals. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 55. communicate effectively with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 56. develop effective working relationships with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 57. list the major causes of reading difficulties in adult learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 58. relate the democratic process to everyday lives of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59. gather information on the economically disadvantaged in various ethnic groups. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60. interpret the social structure and characteristics of the community. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61. adjust instruction to provide for the social, psychological and physiological effects of aging. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62. give examples of concepts and principles. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63. identify the learners' interests and level of aspiration. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65. write instructional materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66. function in a team teaching situation. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| To what degree are YOU able to: | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| 67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 68. analyze reasons for learners' participating in educational programs. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 69. recognize the similarities and differences between general and vocational education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 70. adjust program to respond to the changing needs of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 71. identify new developments, recent recommendations and current issues in adult education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 72. coordinate and supervise classroom activities. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 73. identify similarities and differences between two or more educational philosophies. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 74. select mathematic concepts according to logical order. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 75. apply concepts of liberal education to adult basic education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 76. select curriculum which develops study patterns. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 77. diagnose learners' basic reading skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 78. interpret and use the results of standardized achievement tests. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 79. select curriculum which will develop word attack skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 80. use knowledge of adult developmental characteristics to select curriculum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 81. apply theory to the process of program development. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 82. select curriculum which will develop all levels of reading comprehension. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 83. maintain current information concerning commercial instructional materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |

To what degree are YOU able to:

| | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| 84. apply generalizations to specific situations. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 85. select curriculum which will develop oral language skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |

IMPORTANT: You are now going to be asked to indicate the degree of competence which an ABE teacher SHOULD have.

To what degree SHOULD an ABE teacher be able to:

| | No | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| 86. use classrooms and other settings which provide for a comfortable learning environment. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 87. differentiate between teaching children and teaching adults. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 88. reinforce positive attitudes toward learning. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 89. adjust rate of instruction to the learners' rate of progress. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 90. use criterion-referenced evaluation instruments. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 91. aid the learner in obtaining employment or on-the-job training. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 92. select curriculum which will help learners control and adjust to change. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 93. diagnose learners' basic mathematical skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 94. refer learners to community agencies for specific social, educational and training needs. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 95. plan independent study with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 96. maintain discipline in the classroom. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 97. determine the difficulty, validity and reliability of teacher-made tests. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 98. select materials and activities which promote consumer education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 99. design instructional strategies to develop all levels of comprehension within the cognitive domain. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 100. incorporate consumer education into the curriculum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 101. maintain interest of students in classroom activities. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 103. analyze the impact of prior educational experiences upon learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |

| To what degree SHOULD an ABE teacher be able to: | No Competence | | | | | | Complete |
|---|---|---|---|---|---|---|---|
| 104. interpret national, state and local objectives of adult basic education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 105. administer informal math inventories. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 106. operate a learning laboratory. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 107. identify causes of discrimination. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 108. use information from professional journals, organizations and associations. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 109. gather information concerning psychological problems of the learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 111. identify and analyze terminal behaviors. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 112. construct audio-visual materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 113. interpret the adult basic education program to other teachers and the community. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 114. use appropriate methods and materials to remedy deficiencies in mathematics. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 115. interpret social characteristics of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 116. provide continuous feedback to learners on their educational progress. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 117. devise instructional strategies that will develop within the learners a sense of confidence. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 118. develop a climate that will encourage learners to participate. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 119. select materials and activities which promote learning about ecology. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |

| To what degree SHOULD an ABE teacher be able to: | No ... Complete |
|---|---|
| 121. apply principles of attitude and behavior change in the instructional process. | 0 1 2 3 4 5 6 7 |
| 122. develop generalizations supported by facts. | 0 1 2 3 4 5 6 7 |
| 123. use the services of state and local agencies responsible for adult basic education. | 0 1 2 3 4 5 6 7 |
| 124. demonstrate commitment to lifelong learning by participating in continuing education activities. | 0 1 2 3 4 5 6 7 |
| 125. apply pertinent research. | 0 1 2 3 4 5 6 7 |
| 126. plan instructional activities which bring resources of the community to bear on needs of learners. | 0 1 2 3 4 5 6 7 |
| 127. use techniques to facilitate recall. | 0 1 2 3 4 5 6 7 |
| 128. administer standardized tests. | 0 1 2 3 4 5 6 7 |
| 129. choose tests that yield necessary data on learners. | 0 1 2 3 4 5 6 7 |
| 130. recruit the learners. | 0 1 2 3 4 5 6 7 |
| 131. relate knowledge of economic and labor market information to the vocational interests of learners. | 0 1 2 3 4 5 6 7 |
| 132. select curriculum which will promote development of the learners' reading vocabulary. | 0 1 2 3 4 5 6 7 |
| 133. select instructional materials which relate to the background of learners. | 0 1 2 3 4 5 6 7 |
| 134. recognize the value system of learners to be appropriate for the environment in which they live. | 0 1 2 3 4 5 6 7 |
| 135. use programmed and self-directed instructional materials. | 0 1 2 3 4 5 6 7 |
| 136. use techniques of public relations. | 0 1 2 3 4 5 6 7 |
| 137. incorporate health and nutrition objectives into the curriculum. | 0 1 2 3 4 5 6 7 |
| 138. use behaviorally stated objectives. | 0 1 2 3 4 5 6 7 |
| 139. use mass media for educational purposes. | 0 1 2 3 4 5 6 7 |

| To what degree SHOULD an ABE teacher be able to: | No — Complete |
|---|---|
| 140. apply synthetic and analytic word learning methods as determined by diagnosis. | 0 1 2 3 4 5 6 7 |
| 141. place learners at their instructional level. | 0 1 2 3 4 5 6 7 |
| 142. incorporate practical government into the curriculum. | 0 1 2 3 4 5 6 7 |
| 143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities. | 0 1 2 3 4 5 6 7 |
| 144. select materials and activities which promote learning about practical government. | 0 1 2 3 4 5 6 7 |
| 145. apply basic principles of adult learning to instructional situations. | 0 1 2 3 4 5 6 7 |
| 146. summarize and review the main points of a lesson or demonstration. | 0 1 2 3 4 5 6 7 |
| 147. administer interest inventories. | 0 1 2 3 4 5 6 7 |
| 148. adapt instructional activities for the physically handicapped. | 0 1 2 3 4 5 6 7 |
| 149. operate duplicating equipment and instructional hardware. | 0 1 2 3 4 5 6 7 |
| 150. determine those principles of learning which apply to adults. | 0 1 2 3 4 5 6 7 |
| 151. select reading curriculum according to logical order. | 0 1 2 3 4 5 6 7 |
| 152. relate instructional content to the life of learners. | 0 1 2 3 4 5 6 7 |
| 153. select those components of a subject area which are essential to learners. | 0 1 2 3 4 5 6 7 |
| 154. use the language experience approach to teach reading. | 0 1 2 3 4 5 6 7 |
| 155. include concepts of modern math when selecting curriculum. | 0 1 2 3 4 5 6 7 |
| 156. administer informal reading inventories. | 0 1 2 3 4 5 6 7 |

| To what degree SHOULD an ABE teacher be able to: | No Complete |
|---|---|
| 157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society. | 0 1 2 3 4 5 6 7 |
| 158. recognize the historic and contemporary approaches to literacy. | 0 1 2 3 4 5 6 7 |
| 159. participate in the process of evaluating one's own teaching effectiveness. | 0 1 2 3 4 5 6 7 |
| 160. identify the major functions of community agencies which serve the social, educational and training needs of learners. | 0 1 2 3 4 5 6 7 |
| 161. describe the learning characteristics of the adult. | 0 1 2 3 4 5 6 7 |
| 162. construct informal tests and measurement techniques to evaluate learners' achievements. | 0 1 2 3 4 5 6 7 |
| 163. use the services of local adult basic education advisory committees. | 0 1 2 3 4 5 6 7 |
| 164. identify potential talents of learners. | 0 1 2 3 4 5 6 7 |
| 165. select materials and activities which promote the learners' liberal education. | 0 1 2 3 4 5 6 7 |
| 166. recognize the nature and intent of adult basic education legislation including financing. | 0 1 2 3 4 5 6 7 |
| 167. determine modes and rates of instruction through diagnosis. | 0 1 2 3 4 5 6 7 |
| 168. involve learners in the process of formulating instructional objectives. | 0 1 2 3 4 5 6 7 |
| 169. relate classroom activities to the job experiences of learners. | 0 1 2 3 4 5 6 7 |
| 170. recognize the potentiality for growth in learners. | 0 1 2 3 4 5 6 7 |

Please identify any other abilities which you feel should be included:

1. _____

_____

2. _____

_____

```
U. OF MD. NETWORK-16B   TEST                    6.25.04 PM  7 AUG 75   BOX KE   TEST       START JOB 1581
U. OF MD. NETWORK-16B   TEST                    6.25.04 PM  7 AUG 75   BOX KE   TEST       START JOB 1581
U. OF MD. NETWORK-16B   TEST                    6.25.04 PM  7 AUG 75   BOX KE   TEST       START JOB 1581

**********************************************************************
*                                                                    *
*                                                                    *
* THE 370/168 WILL BE 'COLD STARTED' SUNDAY, AUG. 10,1975 AT         *
* SUNDAY 10 AUG. 1975 TO BRING UP SHARED SPOOL.  ALL JOBS            *
* REMAINING IN THE SYSTEMS AT THAT TIME WILL BE LOST.                *
**********************************************************************

                                    U.M.C.N.    J O B    L O G

$18.23.42 JOB 1581 -- TEST      -- BEGINNING EXEC - INIT 2 - CLASS A
 18.23.50 JOB 1581 IEC101A M 481,X02885,SL,TEST,DAN,UPDATE
 18.24.32 JOB 1581 IEC116D F 481,X02885,TEST,DAN,UPDATE
R18.24.46 JOB 1581 R 30,'U'
 18.24.54 JOB 1581 IEC209I TEST      X02885 481 TR=000,TW=000,EG=000,CL=000,N=000,SIO=00068
 18.24.55 JOB 1581 STEP 1 -/DAN      /  REGION-    192K, USED-     80K * *  CC. 0000
 18.24.55 JOB 1581 PROGRAM /EDUCOST2/  TIME IN SECONDS     71.07 ELAPSED.      5.36 CPU
 18.24.55 JOB 1581 IEF280E K 481,X02885,TEST,DAN,UPDATE
 18.24.55 JOB 1581 IEC209I           X02885 481 TR=000,TW=000,EG=000,CL=000,N=000,SIO=00004
$18.24.56 JOB 1581 END EXECUTION.

JOB USAGE:      16 CARDS      685 LINES      0 PUNCHED      1.23 MIN. EXEC      0.08 MIN. CPU      15
```

## Appendix B Continued

```
//TEST JOB (XXXXKE,####),'TEST'                                          JOB 1561
//JOBLIB DD DSN=USER.X2390.PUBLIC.LOADLIB,UNIT=3330,DISP=SHR,            00000010
// VOL=SER=SYS005
***SETUP          TAPE=1
//DAN EXEC PGM=EDUCOST2
//FT03F001 DD DSN=UPDATE,UNIT=(TAPE,,DEFER),DISP=(OLD,PASS),
// VOL=SER=X02885,LABEL=1,DCH=(LRECL=80,RECFM=FB,BLKSIZE=1680)
//FT05F001 DD DDNAME=SYSIN
//FT06F001 DD SYSOUT=A
//GO.SYSIN DD *
IEF142I - STEP WAS EXECUTED - COND CODE 0000
IEF373I STEP /DAN      / START 75219.1823
IEF374I STEP /DAN      / STOP  75219.1824 CPU    0MIN 05.36SEC STOR VIRT  80K
IEF375I  JOB /TEST     / START 75219.1823
IEF376I  JOB /TEST     / STOP  75219.1824 CPU    0MIN 05.36SEC
```

TEACHER COMPETENCY STUDY COLORADO AUGUST, 1975

5 CATEGORIES OF QUESTIONS ARE TO BE RUN

| CATEGORY # | NUMBER OF QUESTIONS IN CATEGORY |
|---|---|
| 1 | 24 |
| 2 | 23 |
| 3 | 20 |
| 4 | 103 |
| 5 | 170 |

QUESTIONS IN CATEGORY # 1

2 11 13 21 31 50 51 52 67 74 76 79 80 82 85 92 100 102 132 137
142 151 153 155

Curriculum

QUESTIONS IN CATEGORY # 2

4 30 53 60 64 69 71 73 75 81 87 104 105 113 123 124 125 130 136 157
158 163 166

Scope and Goals of Adult Education

QUESTIONS IN CATEGORY # 3

9 10 12 14 15 19 26 59 63 68 103 107 109 115 134 150 160 161 164 170

ABE Learner

QUESTIONS IN CATEGORY # 4

1 3 5 6 7 8 16 17 18 20 22 23 24 25 27 28 29 32 33 34
35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 54 55 56 57 58
61 62 65 66 70 72 77 78 83 84 86 88 89 90 91 93 94 95 96 97
98 99 101 105 106 110 111 112 114 116 117 118 119 120 121 122 126 127 128 129
131 133 135 138 139 140 141 143 144 145 146 147 148 149 152 154 156 159 162 165
167 168 169

Instructional Planning

QUESTIONS IN CATEGORY # 5 (NOTE: THIS CATEGORY CONSISTS OF ALL 170 QUESTIONS)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120
121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160
161 162 163 164 165 166 167 168 169 170

Numbers refer to the Competency Inventory #'s

NUMBER OF DEMOGRAPHIC AREAS TO BE SELECTED = 1

SELECTION 1 = DEM 1
RESPONSE 6

Demographic Data

↑ → Numbers correspond to Table I

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 3 | 1 | 13.0 | 36.11110 |
| 3 | 2 | 9.0 | 25.00000 |
| 3 | 3 | 0.0 | 0.0 |
| 3 | 4 | 6.0 | 16.66666 |
| 3 | 5 | 3.0 | 8.33333 |
| 3 | 6 | 3.0 | 8.33333 |
| 3 MISSING | 9 | 2.0 | 5.55555 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 4 | 1 | 3.0 | 8.33333 |
| 4 | 2 | 1.0 | 2.77778 |
| 4 | 3 | 0.0 | 0.0 |
| 4 | 4 | 0.0 | 0.0 |
| 4 | 5 | 0.0 | 0.0 |
| 4 | 6 | 0.0 | 0.0 |
| 4 | 7 | 0.0 | 0.0 |
| 4 | 8 | 6.0 | 16.66666 |
| 4 | 9 | 3.0 | 8.33333 |
| 4 MISSING | 10 | 23.0 | 63.88887 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 5 | 1 | 33.0 | 91.66666 |
| 5 | 2 | 2.0 | 5.55555 |
| 5 MISSING | 9 | 1.0 | 2.77778 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 6 | 1 | 0.0 | 0.0 |
| 6 | 2 | 15.0 | 41.66666 |
| 6 | 3 | 7.0 | 19.44443 |
| 6 | 4 | 6.0 | 16.66666 |
| 6 | 5 | 6.0 | 16.66666 |
| 6 | 6 | 1.0 | 2.77778 |
| 6 MISSING | 9 | 1.0 | 2.77778 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 7 | 1 | 1.0 | 2.77778 |
| 7 | 2 | 3.0 | 8.33333 |
| 7 | 3 | 10.0 | 27.77777 |
| 7 | 4 | 0.0 | 0.0 |
| 7 | 5 | 2.0 | 5.55555 |
| 7 | 6 | 8.0 | 22.22221 |
| 7 | 7 | 11.0 | 30.55554 |
| 7 MISSING | 9 | 1.0 | 2.77778 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 8 | 1 | 0.0 | 0.0 |
| 8 | 2 | 4.0 | 11.11111 |
| 8 | 3 | 3.0 | 8.33333 |
| 8 | 4 | 3.0 | 8.33333 |
| 8 | 5 | 5.0 | 13.88888 |
| 8 | 6 | 3.0 | 8.33333 |
| 8 | 7 | 16.0 | 44.44443 |
| 8 MISSING | 9 | 2.0 | 5.55555 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 9 | 1 | 9.0 | 25.00000 |
| 9 | 2 | 12.0 | 33.33333 |
| 9 | 3 | 0.0 | 0.0 |

| | | | |
|---|---|---|---|
| 9 | 4 | 0.0 | 0.0 |
| 9 | 5 | 0.0 | 0.0 |
| 9 | 8 | 2.0 | 5.55555 |
| 9 MISSING | 9 | 13.0 | 36.11110 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 10 | 1 | 29.0 | 80.55554 |
| 10 | 2 | 2.0 | 5.55555 |
| 10 | 3 | 2.0 | 5.55555 |
| 10 | 4 | 1.0 | 2.77778 |
| 10 MISSING | 9 | 2.0 | 5.55555 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 11 | 1 | 26.0 | 72.22221 |
| 11 MISSING | 9 | 10.0 | 27.77777 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 12 | 1 | 24.0 | 66.66666 |
| 12 MISSING | 9 | 12.0 | 33.33333 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 13 | 1 | 10.0 | 27.77777 |
| 13 MISSING | 9 | 26.0 | 72.22221 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 14 | 1 | 25.0 | 69.44443 |
| 14 MISSING | 9 | 11.0 | 30.55554 |

| DEM | RESPONSE | NO OF RESPONDENTS | PERCENT OF TOTAL RESPONDENTS |
|---|---|---|---|
| 15 | 1 | 6.0 | 16.66666 |
| 15 MISSING | 9 | 30.0 | 83.33333 |

This data not analyzed

(should means)

| QUESTION | SMEAN | SN | CMEAN | CN |
|---|---|---|---|---|
| 1 | 4.05 | 19 | 4.76 | 17 |
| 2 | 5.11 | 19 | 5.59 | 17 |
| 3 | 5.68 | 19 | 5.29 | 17 |
| 4 | 4.33 | 18 | 4.50 | 16 |
| 5 | 5.26 | 19 | 5.35 | 17 |
| 6 | 4.89 | 19 | 4.76 | 17 |
| 7 | 4.84 | 19 | 4.82 | 17 |
| 8 | 6.37 | 19 | 5.71 | 17 |
| 9 | 5.89 | 19 | 5.63 | 16 |
| 10 | 5.26 | 19 | 5.65 | 17 |
| 11 | 6.26 | 19 | 5.29 | 17 |
| 12 | 5.21 | 19 | 5.12 | 17 |
| 13 | 5.83 | 18 | 5.12 | 17 |
| 14 | 6.74 | 19 | 6.15 | 17 |
| 15 | 6.11 | 19 | 5.71 | 17 |
| 16 | 6.16 | 19 | 5.53 | 17 |
| 17 | 4.42 | 19 | 4.71 | 17 |
| 18 | 5.32 | 19 | 4.53 | 17 |
| 19 | 5.00 | 19 | 4.59 | 17 |
| 20 | 5.00 | 17 | 4.53 | 17 |
| 21 | 3.89 | 19 | 4.12 | 17 |
| 22 | 5.84 | 19 | 4.41 | 17 |
| 23 | 6.11 | 19 | 5.06 | 17 |
| 24 | 5.58 | 19 | 4.76 | 17 |
| 25 | 5.11 | 19 | 5.24 | 17 |
| 26 | 5.00 | 19 | 4.94 | 17 |
| 27 | 6.11 | 19 | 5.06 | 17 |
| 28 | 6.00 | 19 | 5.00 | 17 |

Numerical listing of the computancies as they appear in the Inventory

29 89

Appendix B Continued

Appendix B Continued



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| | | | | |
|---|---|---|---|---|
| 151 | 5.94 | 17 | 5.53 | 19 |
| 152 | 6.06 | 17 | 5.74 | 19 |
| 153 | 6.00 | 17 | 5.79 | 19 |
| 154 | 5.75 | 16 | 5.42 | 19 |
| 155 | 4.00 | 17 | 3.53 | 19 |
| 156 | 4.94 | 17 | 5.00 | 19 |
| 157 | 4.31 | 16 | 4.11 | 18 |
| 158 | 4.19 | 16 | 3.95 | 19 |
| 159 | 6.41 | 17 | 5.00 | 19 |
| 160 | 5.76 | 17 | 5.00 | 19 |
| 161 | 5.76 | 17 | 5.79 | 19 |
| 162 | 5.88 | 17 | 5.21 | 19 |
| 163 | 5.41 | 17 | 4.00 | 19 |
| 164 | 5.71 | 17 | 5.89 | 19 |
| 165 | 5.29 | 17 | 5.05 | 19 |
| 166 | 5.18 | 17 | 4.28 | 18 |
| 167 | 5.65 | 17 | 3.12 | 17 |
| 168 | 5.76 | 17 | 5.00 | 18 |
| 169 | 6.00 | 17 | 5.47 | 19 |
| 170 | 6.41 | 17 | 6.16 | 19 |

CATEGORY # 1 = Curriculum

| QUESTION | SMEAN | QUESTION | CMEAN |
|---|---|---|---|
| 11 | 6.26 | 132 | 5.79 |
| 31 | 6.26 | 153 | 5.79 |
| 2 | 6.11 | 102 | 5.74 |
| 82 | 6.00 | 2 | 5.59 |
| 153 | 6.00 | 151 | 5.53 |
| 85 | 5.94 | 31 | 5.41 |
| 151 | 5.94 | 85 | 5.35 |
| 13 | 5.83 | 11 | 5.29 |
| 132 | 5.82 | 52 | 5.24 |
| 52 | 5.74 | 51 | 5.18 |
| 92 | 5.65 | 13 | 5.12 |
| 102 | 5.65 | 67 | 5.05 |
| 80 | 5.63 | 82 | 5.00 |
| 51 | 5.37 | 92 | 4.95 |
| 79 | 5.37 | 50 | 4.94 |
| 100 | 5.29 | 100 | 4.89 |
| 50 | 5.16 | 79 | 4.88 |
| 137 | 5.12 | 74 | 4.71 |
| 74 | 5.11 | 76 | 4.65 |
| 76 | 5.00 | 80 | 4.39 |
| 142 | 5.00 | 142 | 4.53 |
| 67 | 4.79 | 137 | 4.42 |
| 155 | 4.00 | 21 | 4.12 |
| 21 | 3.89 | 155 | 3.53 |

Rank order by category

CATEGORY # 2 = Scope and Goal of Adult Education

| QUESTION | SMEAN | QUESTION | CMEAN |
|---|---|---|---|
| 87 | 6.24 | 87 | 6.42 |
| 123 | 6.18 | 124 | 6.17 |
| 124 | 6.18 | 64 | 6.00 |
| 64 | 6.16 | 113 | 5.79 |
| 113 | 5.94 | 69 | 5.76 |
| 136 | 5.53 | 30 | 5.47 |
| 71 | 5.42 | 123 | 5.37 |
| 163 | 5.41 | 71 | 5.00 |
| 108 | 5.18 | 108 | 5.00 |

Rank Order by category

| | | | |
|---|---|---|---|
| 166 | 5.18 | 136 | 5.00 |
| 125 | 5.12 | 125 | 4.89 |
| 81 | 4.68 | 73 | 4.82 |
| 75 | 4.63 | 60 | 4.71 |
| 104 | 4.53 | 104 | 4.68 |
| 69 | 4.53 | 130 | 4.68 |
| 30 | 4.47 | 75 | 4.59 |
| 60 | 4.47 | 4 | 4.50 |
| 130 | 4.44 | 81 | 4.35 |
| 4 | 4.33 | 166 | 4.29 |
| 157 | 4.31 | 53 | 4.15 |
| 158 | 4.19 | 157 | 4.11 |
| 73 | 3.84 | 163 | 4.00 |
| 53 | 3.79 | 158 | 3.95 |

CATEGORY # 3 = ABE Learner

| QUESTION | SMEAN | QUESTION | CMEAN |
|---|---|---|---|
| 14 | 6.74 | 14 | 6.18 |
| 170 | 6.41 | 170 | 6.16 |
| 15 | 6.11 | 164 | 5.89 |
| 150 | 5.94 | 150 | 5.79 |
| 9 | 5.89 | 161 | 5.79 |
| 103 | 5.88 | 15 | 5.71 |
| 63 | 5.79 | 10 | 5.68 |
| 160 | 5.76 | 63 | 5.65 |
| 161 | 5.76 | 9 | 5.63 |
| 164 | 5.71 | 68 | 5.53 |
| 115 | 5.41 | 103 | 5.50 |
| 134 | 5.41 | 115 | 5.32 |
| 10 | 5.26 | 134 | 5.28 |
| 12 | 5.21 | 12 | 5.12 |
| 19 | 5.00 | 107 | 5.05 |
| 26 | 5.00 | 160 | 5.00 |
| 107 | 5.00 | 26 | 4.94 |
| 109 | 4.82 | 19 | 4.59 |
| 68 | 4.79 | 109 | 4.47 |
| 59 | 3.58 | 59 | 4.35 |

Rank order by category

CATEGORY # 4 = Instructional Planning

| QUESTION | SMEAN | QUESTION | CMEAN |
|---|---|---|---|
| 56 | 6.68 | 88 | 6.42 |
| 55 | 6.63 | 96 | 6.32 |
| 159 | 6.41 | 118 | 6.17 |
| 8 | 6.37 | 56 | 6.12 |
| 88 | 6.35 | 89 | 6.11 |
| 141 | 6.35 | 46 | 6.05 |
| 70 | 6.32 | 146 | 6.05 |
| 118 | 6.29 | 48 | 5.94 |
| 37 | 6.26 | 55 | 5.94 |
| 44 | 6.26 | 101 | 5.84 |
| 117 | 6.24 | 116 | 5.84 |
| 49 | 6.21 | 86 | 5.79 |
| 89 | 6.18 | 47 | 5.75 |
| 16 | 6.16 | 70 | 5.76 |
| 46 | 6.16 | 152 | 5.74 |
| 101 | 6.13 | 8 | 5.71 |
| 116 | 6.12 | 72 | 5.71 |
| 23 | 6.11 | 141 | 5.68 |
| 27 | 6.11 | 145 | 5.65 |

Rank order by category

Appendix B Continued

Appendix B Continued

CATEGORY # 5 Rank Order
by total group

| QUESTION | MEAN | QUESTION | MEAN |
|---|---|---|---|
| 146 | 6.74 | 87 | 6.42 |
| 56 | 6.68 | 88 | 6.33 |
| 55 | 6.63 | 96 | 6.28 |
| 150 | 6.41 | 14 | 6.17 |
| 17 | 6.37 | 114 | 6.17 |
| 68 | 6.35 | 124 | 6.17 |
| 1 | 6.32 | 120 | 6.12 |
| 108 | 6.29 | 59 | 6.06 |
| 111 | 6.26 | 46 | 6.05 |
| 37 | 6.26 | 148 | 6.04 |
| 47 | 6.24 | 64 | 6.04 |
| 67 | 6.24 | 55 | 6.04 |
| 99 | 6.24 | 101 | 6.03 |
| 23 | 6.18 | 126 | 6.03 |
| 124 | 6.18 | 132 | 6.03 |
| 66 | 6.18 | 130 | 6.03 |
| 104 | 6.18 | 103 | 6.03 |
| 61 | 6.17 | 147 | 6.02 |
| 116 | 6.17 | 69 | 6.02 |
| 62 | 6.17 | 70 | 6.02 |
| 155 | 6.17 | 102 | 6.02 |
| 237 | 6.17 | 154 | 6.02 |
| 44 | 6.17 | 152 | 6.01 |
| 86 | 6.17 | 72 | 6.01 |
| 152 | 6.17 | 141 | 6.01 |
| | | 145 | 6.01 |
| | | 10 | 6.00 |

Appendix B Continued

Appendix B Continued

| | | | |
|---|---|---|---|
| 119 | 4.47 | 106 | 4.21 |
| 130 | 4.44 | 114 | 4.21 |
| 17 | 4.42 | 53 | 4.18 |
| 4 | 4.33 | 21 | 4.12 |
| 157 | 4.31 | 157 | 4.11 |
| 57 | 4.21 | 38 | 4.06 |
| 158 | 4.19 | 131 | 4.05 |
| 147 | 4.12 | 163 | 4.00 |
| 1 | 4.05 | 158 | 3.95 |
| 155 | 4.00 | 140 | 3.78 |
| 21 | 3.89 | 91 | 3.63 |
| 73 | 3.84 | 119 | 3.53 |
| 53 | 3.79 | 155 | 3.53 |
| 59 | 3.58 | 148 | 3.05 |

Total Should Means

| CATEGORY | TSMEAN | TCMEAN |
|---|---|---|
| 1 | 5.50 | 5.14 |
| 2 | 5.26 | 4.90 |
| 3 | 5.38 | 5.05 |
| 4 | 5.44 | 5.09 |
| 5 | 5.42 | 5.06 |

All categories

Curriculum

Scope and Goal of Adult Education

Instructional Process

ABE Learner

Appendix B Continued

```
U. OF MO. NETWORK-168  TEST          6.29.31 PM  7 AUG 75  BOX KE  TEST          ..END JOB 1581
U. OF MO. NETWORK-168  TEST          6.29.31 PM  7 AUG 75  BOX KE  TEST          ..END JOB 1581
U. OF MO. NETWORK-168  TEST          6.29.31 PM  7 AUG 75  BOX KE  TEST          ..END JOB 1581
```